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AUTHOR Jennings, Robert E.
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ABSTRACT

Overseas research is a new option for professors of educational administration. Sources for funding in the U.S. include 26,000 active foundations and about 1,000 federal government programs in which awards are mainly given to institutions. These combined sources expend about $91 million annually on overseas research, but competition is strong. For senior faculty, the major sources are the Guggenheim, Ford, National Endowment for the Humanities, and Rockefeller Fellowships and the Fulbright Awards. It is advisable to apply to several of the "big five," look for alternatives within programs or for special programs, look for the odd program, or string together several small grants. Applicants might also turn to foreign sources. The process is facilitated through correspondence with colleagues abroad, although inquiries addressed to the ministry of education in the desired country can be helpful. When applying it is necessary to have an "academic home" and a well-developed research proposal. Lecturing and consulting can offer supplemental income while overseas. (Author/WD)

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SEEKING FINANCIAL SUPPORT FOR RESEARCH OVERSEAS

by

Robert E. Jennings

State University of New York
at Buffalo

Prepared for the Comparative/International Interest Group, National Conference of Professors of Educational Administration, Old Dominion University, Norfolk, Virginia, August 10-15, 1980.

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Introduction

Going overseas is a new experience option for professors of educational administration. A number of colleagues have found opportunities to teach abroad and increasing numbers want to do research in foreign educational settings. Putting a project together and seeing to the arrangements for such work requires a seven months to a year of lead time and much planning. The steeply rising costs of transportation as well as the increasing expense of living abroad, make the finding of money to combine with sabbatical pay a necessity. However, the colleague who wants to spend a sabbatical or other leave doing research overseas faces problems in obtaining financial support. First, there is relatively little public or private grant or fellowship money available in the U.S. for international activities. Second, few foundations or agencies here make grants to individuals and foreign funding organizations are usually an unknown quantity. Third, educational administration as a field of study is not widely recognized here or abroad as an area having international scope. What I would like to do in this brief paper is to provide colleagues with some ways around those problems by sharing some ideas about garnering support for research.

The paper is not based on a study of funding sources nor on a survey of successes but rather it is a summary of experience: my own, that of

friends in several universities in both educational administration and comparative education, and a digest of information from twenty members of the Faculty of Educational Studies at Buffalo who worked overseas between 1973 and 1978. (A limitation is that most of the experience is with European nations or nations of the British Commonwealth.) What is reported here are not tested ways of obtaining support but some helpful pointers on how one might begin to think through a strategy. At a later date, I intend to use the NCPEA Overseas Clearinghouse file, now containing thirty-eight reports, to do a survey of support sources tapped by colleagues in administration and present that data to the Comparative/International Interest Group.

The next three sections will discuss foundations and agencies here and overseas, support possibilities from host institutions and "singing for your supper", that is, doing guest lectures and consulting. In each, there will be some description of the sources, some assessment of opportunity and some hints on how to maximize your chances in making inquiries. Attached as an appendix is a list of guides to U.S. government and foundation support sources.

Foundations and Agencies

As an individual researcher seeking support for an overseas activity, the professor of educational administration will have to work hard to obtain money from U.S. sources. There are about 26,000 active foundations in the U.S., plus some 1,000 federal government programs. The money available for all international activity from foundations is about $70 million, less than 3% of the $3.2 billion they give annually. The government spends about

$21 million. Among the foundations, less than 2,000 give to individuals and much of that giving is for student support or for postdoctoral fellowships to recent Ph.D. recipients. The federal government prefers to make grants to institutions or for institutional purposes with only a few programs in the National Science Foundation and the National Endowment for the Humanities really geared to the individual with a project. For more senior faculty, looking across both the public and private sectors, there are only five major sources, that is, programs making grants of $10,000 or more to individuals for what they want to study: Guggenheim Fellowships, Fulbright Awards, Ford Fellowships, NEH Senior Fellowships and Rockefeller Fellowships in Agriculture, Economics and International Affairs. The total number of recipients for the five in 1977 was about 800 and Guggenheim alone had over 3,000 applications.

The result is limited opportunity and keen competition for U.S. foundation or agency support. It takes extra effort to try out these sources, but four elements of strategy can be applied. First, for the "big five", make application to several. This is encouraged as it spreads the pressure: Guggenheim found, to its pleasure, that half of its applicants apply to two or more of the other major sources. Second, look for alternatives within programs or for special programs. For example, with Fulbrights there are open slots other than those described in the annual catalogue; eg., in 1980-81, eighteen Australian institutions had designated openings advertised but there were nineteen open slots awaiting applications from individuals and corresponding requests from institutions who wanted that person to come over. It is a two step, two nation process which takes a bit of arranging but your campus Fulbright advisor or the CIES advisor in

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Washington will tell you how to do it. Special programs such as Ford's (with NIE cooperation) Bilateral Policy Studies in Education, Australia and the United States, and the NSF U.S. - Australia Cooperative Science Program, require that there be a counterpart Australian colleague working collaboratively on the research project. But if its Australia you want and you have some lead time to develop a cooperative study, it is feasible to apply to these programs. Similar special programs for other nations and other topics come along from time to time.

Third, look for the odd program. The North Atlantic Treaty Organization offers NATO Fellowships for research on a half dozen defense related topics and "aspects of western European civilization which would strengthen t common ties among member nations". The award is paid in Belgian francs, but who cares when it is the equivilant of $20,000.

Fourth, you might try to string together several small grants. There are ethical considerations because two sources shouldn't be asked to pay the same expenses. But you could try for a grant-in-aid from the American Council of Learned Societies, some $4,000 to $7,000 to spend as you please, and then try some of the small foundations with a general interest in education and making awards of $500 to $2,000 for purposes which you designate in your application, eg., airfare, research travel, books, etc.*

Turning to foreign sources, foundations or the government in the nation you plan to visit are possibilities. There are very few donors and programs in other nations compared to the U.S., the awards are smaller and there isn't

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*Nothing has been said here about exchanges or travel grants. The former are almost invariably for teaching only. The latter do not exist except for limited conference attendence under highly specified conditions as in the program offered by NSF.

much understanding of what educational administration is or purports to be about in research. However, in my own Faculty, five colleagues (of 20) were supported by either a foreign foundation or the host government for their activities between 1973 and 1978. Only one of these awards was specifically designated for visiting Americans. So there is support available for educationists, the task is to hunt down the sources which will give consideration to projects in administration.

Identifying the sources isn't easy: I do not know of any comprehensive guides available here. The surest way of getting leads is to be in correspondence with a colleague in that country. The next best way is to write to the ministry of education where the research/planning office or public information section will send you a list of research sponsors. Occasionally the embassy in Washington can supply some names and addresses. (You can also glean a source or two from the acknowledgements in studies or books about education in that country.) Once the identification of organizations is made, letters of inquiry can be sent which include, in addition to the usual information about the proposed research topic and the length of time needed to do the work, some indication of where in the country you expect to make your academic home. In response, these organizations will either tell you why you are ineligible for support (the most usual reasons being that you are not a citizen or that you are not a full time faculty member in one of that nation's institutions) or they will send you an application. What will be supported is conditioned by the fact that research activity in foreign universities is something done in addition to regular duties, it is not usually a replacement on load as here. Therefore, the support available

may be for the direct expenses of research but not for salary or stipend.

The experience of many colleagues is that, before making an application for research support, be sure that you have an invitation to a post (with a qualified title, eg., visiting fellow) in an institution. The matter of an academic home is critical at this point for a number of reasons. The granting organizations make judgements about the appropriateness of an institution as a base for the work to be done. The host institution will have to state your time availability, what facilities it will provide and it may have to forward the application for you with endorsement. Also, most awards are made to institutions in behalf of the applicant for fiscal control reasons. Then there are the application forms. Organizations which are government connected such as the British Social Sciences Research Council and the Australian Educational Research and Development Committee have lengthy, complex forms and you will need help from your host to fill them out. Foundations, on the other hand, appear to have simpler procedures: Leverhulme in Britian has a six point outline to follow. Multiple applications are the expected thing but other resources being sought and from whom should be listed in detail.

Two final points about using overseas sources. First, they are much more concerned about the reputations of references than are U.S. sponsors; the greater their stature, the more consideration given the application. Second, because educational administration is still a relatively unknown field to foreign funding organizations, it might be wise to emphasize your subspecialty, eg. planning, systems analysis, finance, which are well recognized areas for study.

In applying for any support for research in a foreign country, whether from a U.S. or overseas source, it is always a good idea to fulfill the following conditions:

1. Have a well-developed research proposal (see Krathwohl's How to Prepare a Research Proposal, (Syracuse, N.Y., University Bookstore, 1977) or other guide to good proposal writing.)
2. State in your application and in a cover letter:
   a. your title and affiliation
   b. the fact that you will be on sabbatical or other leave
   c. your academic home and qualified title overseas (attach the letter of invitation)
   d. any previous overseas experience
3. Be sure that your host knows that you are applying for research support and has a copy of your full vita
4. Send your host a copy of each and every support application you make.

The discussion now turns from grantsmanship to another source of financial support, the host institution.

Institutional Support

There are no useful guides to overseas institutions which offer faculty fellowships, scholarships, etc. to visitors from other lands. Scattered references may be found in The Grants Register, the odd advertisement in the Chronicle of Higher Education and announcements in various other periodicals. Thus, obtaining a post with a stipend or salary becomes a matter of shopping around. It appears to be worth the effort, however: in

the Faculty at Buffalo, seven of twenty colleagues who went overseas between 1973 and 1978, received pay from the host institution.

It is difficult to say where the opportunities are or what form they might take. Most generally they will be in the growth sector of postsecondary education or in institutions with new departments on the rise. For example, in Britain it is the polytechnics which are growing and a $14,000 stipend from a "poly" in the Midlands is more to be sought than an office, a library card and senior common room privileges at the prestigous but poor universities such as Oxford or London. Then, too, some developing institutions want researchers on board for status reasons and may supply institutional funds for your work. Some institutions like to have Americans visitors and hold open a slot for one each year, offering stipends from $1,000 to about $5,000, depending on what they want the visitor to do. Several English, Norweigan and Australian institutions have past histories in this regard. Occasionally, a particular American specialization is wanted: a few years ago Norway sought counselor educators and Sweden was looking for people to give in-service training to secondary principals. While many of these would tend to be teaching posts, it might be possible to work out arrangements whereby you could get on with some research.* Besides stipends, there are institutions which will provide in-kind payments or services. For example, the Indians and the Australians have been known to put up round-trip air tickets for visitors; some African and European institutions will provide subsidized housing, both of which go a long way to stretch

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*Avoid research institutes, study centers and the like unless you have a grant. They usually expect you to bring money with you.

sabbatical pay.

Most experienced colleagues say that making written inquiries is a reasonable way to find an academic home overseas. If you have a foreign colleague or two, start with them looking for leads. Letters to education department heads in universities are useful. Their names and brief write-ups about their departments are found in national directories. For Britain and the commonwealth nations, use the Commonwealth Universities Yearbook. Departments in lesser institutions, technical institutes, teacher training schools, polytechnics, can be located by requesting listings from the ministry of education. However, the smaller institutions in foreign countries tend to be run on a highly personalistic basis so inquiries are better made to the director or principal rather than to the department head.

The responses to such inquiries are generally helpful. Some will be an outright "nothing available" but many will offer either a place (without support), the possibility of negotiating a post (some support) and/or supply leads to other institutions with opportunities "more suited to your specialization and research interests". These offers to negotiate and the further leads are invaluable because they not only expand opportunity but they provide a better feel for what is current and viable in the way of openings for skilled knowledge visitors. That helps improve succeeding letters of inquiry and, if used with care, the name of someone in the country who has "suggested that you write".

It appears that the key to obtaining helpful responses is in the letter of inquiry. It is not knowledge about the nation and its education system, not the theory behind the proposed research but the writer's sureness and

clarity about what he wants to do that gets results. The following points are useful as a guide to the preparation of such letters:

1. Always try to write to a person by name and title
2. State the fact that you will have sabbatical or other leave and the period of time you plan to spend in the country
3. Make it clear that you wish to do research and outline the project in one succinct paragraph
4. List briefly the one or two other things you might do; what you can teach and how much time you are willing to spend teaching
5. If you want salary or stipend, say so but be realistic
6. Limit the letter to one page
7. Attach a short resume of accomplishments (to demonstrate that you get things done); limit to two pages.

Once in the negotiating stage, keep refining and specifying until an acceptable arrangement is reached. Try not to exceed the requests made in the original letter unless your prospective host makes an addition to the offer. At the end of the negotiations, be sure that you have a letter of invitation specifying just what the arrangements are for a post and conditions of work. If an arrangement cannot be reached or a decision is made to accept another offer, be sure to close out the exchange of letters with promptness and courtesy for the sake of the next American who inquiries.

In the final section, "singing for your supper" is discussed as a supplementary source of funds.

Guest Lectures and Consulting

For the professor of educational administration going overseas to do

research, a batch of guest lectures in universities and schools is not going to provide a living. But a modest amount of lecturing does seem to be an expectation: the host institution is expected to share its visitor and the visitor is expected to want to meet with people in his field in other places. In Europe, there is invariably a fee paid and the expenses of travel are covered so lecturing does bring in money, $50 to $150 at a time.

There are several ways in which the visitor gets on lecture lists. The main task is to keep from being overloaded so that the time needed for preparation and travel doesn't cut into the central task of research. Your host, as noted, will share the visitor with other institutions. The professional education societies usually know when a fellow educationist is around and will send invitations to speak at various meetings. Associations for friendship between nations seem to somehow identify visiting professors and will offer to put them on their lecturers' lists. The U.S. embassy usually contacts you within a week or so of arrival and sends along a lecture topic sign-up sheet. If you fill it out and file it, the embassy will send you lecture requests from time to time. In the end, what you choose to do and how much you take on is up to you.

Consulting is a different thing altogether. A few colleagues seem to pick up such jobs quite easily because of two important characteristics. First, they speak the language of the host nation and, second, they have an established international reputation. Basically, this says that consultancies do not often come to the first time visitor. But there are exceptions which can bring in fees ranging from $100 to $1,500. Occasionally the host

institution will have an in-service program or other contracted activity and include the visitor as a consultant on the basis of his specialization. If the visitor has a skill which is a "hot ticket" such as sensitivity training, organizations or groups may contact him for a series of sessions. At times, the research activity can lead to a consultancy; for example, a study of school organization might lead a school or two to ask for help with particular problems they have, once the word gets out about the project.

There are three cautions to observe in considering consulting. First, it means another product to be produced which means time and effort taken away from the research work. Second, it may mean re-arranging the conditions of your invitation from the host institution, a factor which may or may not sit well depending on a number of circumstances. Third, the work permit or visa issued by the host government may not cover such extra employment and an amendment would be necessary. That can be a real hassle and can put one in line for paying foreign taxes. But, again, in the end, it is money and you may just have to make a decision.

Summary

Educational administration is not yet a widely recognized field of study on the international scene but in recent years there has been an upsurge in the number of colleagues who have been able to secure posts in other nations. Finding support for conducting research overseas is a task which takes time and effort. It is a matter of planning and working through some strategies. In this paper I have tried to describe some sources of support, assess the opportunities for obtaining support and provide elements of strategy for pursuing the opportunities. What was reported was based on

the experience of colleagues in education as the best in available related experience.

The key factors appeared to be in making inquiries, developing overseas contacts, finding an academic home and making multiple applications. A central point was that the prospective researcher should be clear and concise about what he wants to do. Because there are few grant sources for support of individuals, competition is keen. This implies the need to try in as many places as possible. Finding a post overseas probably isn't difficult but obtaining one with a stipend requires several exchanges of correspondence as leads are developed and followed up. Lecturing and consulting can be sources of some money once abroad but the researcher has to choose carefully as these activities cut into the time available. Before taking on such added tasks, it is a good idea to confer with the host institution.

Well, good luck with the sabbatical and here's hoping you find some support money for your project.

Appendix

GUIDES TO GOVERNMENT AND FOUNDATION SUPPORT SOURCES

(Adapted and expanded from E. Morganstern, "Grantsmanship," in ACADEME March 1980, p. 117)

Annual Register of Grant Support, 1979-80, 3rd edition, Chicago: Marquis Who's Who, 1979, 743 p. $57.50. Catalogued by fields of interest. The 1979-80 edition contains detailed information regarding grant support programs of government agencies, public and private foundations, corporations, community trusts, unions, educational and professional associations, and special-interest organizations. Each program description details type, purpose, and duration of the grant.

The Catalog of Federal Domestic Assistance, Executive Office of the President, Office of Management and Budget. (Available from U.S. Printing Office, Washington, D.C. 20402). $7.25 per year. A looseleaf annual with periodic updates. Basic informational source of programs, projects, services, and activities administered by the federal government. Includes over 1,000 financial and nonfinancial programs. Primary purposes of the Catalog: to provide general information on federal assistance programs and to assist users in identifying programs suited to their own qualifications.

Directory of Research Grants, 1979, William K. Wilson, and Betty L. Wilson, (eds.), Phoenix, Arizona: Oryx Press, 1979. $37.50. Catalogued by fields of interest. For use by scholars, grants administrators, faculty members, and any persons or organizations seeking and for research projects.

The Foundation Center National Data Book, 4th edition, two vols. New York: The Foundation Center, 1979. 707 p. $45.00 prepaid. Source for smaller foundations.

The Foundation Grants Index, 1978, Lee Noe. (ed). New York: Columbia University Press, 1979. 467 p. $20.00 plus $1.00 postage. Indexes detailed summaries of grants of $5,000 or more to nonprofit organizations by over 390 predominantly large foundations.

Foundation Grants to Individuals, 1979. Carol Kurzig, et al, (eds.) 2nd edition. New York: The Foundation Center. 236 p. $15.00. Lists more than 1,000 foundations.

Taft Foundation Reporter, national edition, Jean Brodsky (ed.), Washington, D.C.: Taft Corporation, 1978. 397 p. Two editions annually.

The Grants Register, 1979-81, 6th edition, Roland Turner (ed.) New York: St. Martin's Press, 1978. 798 p. $26.50. Published every two years. Geared to students at or above the graduate level and for those in need of further professional or advanced vocational training. Designed for international use.

CISP International Studies Funding Book, 1980. (A new publication not yet available.)

Grants and Fellowships in International Studies, 1979. International Studies Association, $5.50, International Studies Association, Department B, 4G31 Forbes Quad, University of Pittsburgh, Pittsburgh, PA 15260. Contains information on grants and fellowships for travel and study abroad on both the pre-doctoral and post-doctoral levels in the social sciences, humanities, biological and physical sciences, and more.